

Technology Lesson

created with  taskstream**Author:** Elizabeth Kimmel & Ashleigh Pekar**Based on lesson by:** Elizabeth Kimmel**Date created:** 11/18/2012 1:10 PM EST ; **Date modified:** 11/27/2012 1:21 PM EST

GENERAL INFORMATION

Subject(s)	Technology
Topic or Unit of Study	Math
Concept(s)	Students will be able to use technology to further their knowledge with counting and comparing money amounts. Students will also be taught with the use of the document camera so they can better see the math problems being solved.
Grade/Level	Grade 3
Time Allotment	2 class periods. 55 Mins. per class.
Assessment of Prior Knowledge	The assessment of prior knowledge comes from observing our mentor teacher using the same technology to teach from our initial days in the field.
Instructional Materials	Document Camera Similar Amounts Worksheet Manipulative money Thinkpads Thinkpad Worksheet
Resources	<ul style="list-style-type: none">Materials and resources: Thinkpad activities: www.ixl.com & www.homeschoolmath.net/online/money.php.
Summary	As part of our math module on money, we used the document camera to teach the introduction, whole group instruction, and also for the closure of the lessons. On the first day, Ashleigh has the lead for the lesson and will be instructing how to count change. Then when the class is split into groups, each of the three groups will be using the Thinkpads for 15 minutes. Liz will be helping the students get logged onto www.ixl.com & www.homeschoolmath.net/online/money.php , where they will be practicing virtually counting money. Then Ashleigh will close by using the document camera to review the assigned homework. On the second day, Liz will take the lead and be using the document camera to show the students how the same amount of money can be showed in different ways. Then the class will once again be broken into three groups. Each of the groups will be

using the Thinkpads for 15 minutes as be logged onto www.ixl.com. Ashleigh will be helping the students get logged on as needed on the second day. However, this time we are asking the students to keep track of their scores on the Thinkpads. The students will then record their scores on the worksheet. To close the lesson, Liz will have the students complete a word problem, which will be reviewed and seen through the document camera.

STANDARDS AND OBJECTIVES

Standards

Display: ☐ Collapse All ☒ Expand All

▼ MD- Technology Literacy Standards for Students (Technology Literacy by 8th Grade)

▼ **Standard:** Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

▼ **Grade:** Grade 3

▼ **Topic:** A. Learning

▼ **Skill:** 1. Use and explain how the technology enhances learning

Indicator: a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

Lesson Objective(s)

Students will be able to use technology to help them further understand concepts of counting money, and realizing money can be showed in different ways.

Students will also be able to have technology used to help then gain more knowledge from the lesson they are being taught.

PROCEDURES AND MODIFICATIONS

Introduction(Motivation)

The introduction of the technology lesson come with the use of the document camera for both lesson 2 and lesson 3 in the math module. The introduction of the separate lessons are examples of integrating technology to help the teacher instruct more productively and also to allow the students to learn concepts with the use of technology. We are using this approach by utilizing the document camera to begin the lessons.

Teaching / Activities

Lesson #2 (Ashleigh)

1. After introducing the lesson by counting coins with the students, I continued on with my instruction by using the document camera.
2. The whole group instruction consisted of a review using the document camera of skip counting with pennies, nickels, and dimes.
3. After practicing and reviewing the counting of various coins, I will then break the students into three different groups.
4. Each group will be given 15 minutes to work on the Thinkpads on the chosen web sites of www.ixl.com and www.homeschoolmath.net/online/money.php.
5. Liz will be in charge of supervising the Thinkpad group as I work at

the table with small group instruction.

6. The students will not be required to record their scores this day because of the introduction to a new web site and how much extra time that is spent logging into the unfamiliar web sites.
7. After all three groups have rotated for the final time, the students will called back to their seats to receive a homework sheet.

Lesson #3 (Liz)

1. I will begin the lesson by using the document camera to show the students five different ways a dollar can be represented with coins.
2. Then I will use a pre made worksheet that shows the same amount of money represented in different ways using the document camera.
3. After the students and myself have worked through the worksheet, I will break the students into their groups.
4. Each group will rotate to the technology center and receive 15 minutes to use the Thinkpads to further practice their money concepts.
5. The Thinkpad activities will be utilized from www.ixl.com.
6. At the conclusion of each group session, the students in the technology center will be asked to write down the score from www.ixl.com. The score will be based on the amount of questions the students get correct from the web site.
7. After all of the students have completed their group rotation, the students will be called back to their seat to paste a word problem in their math journal.

Attachments:

1. **Technology Completion Points from [www.docx](#)**

Closure

In lesson 2, Ashleigh will be using the document camera to go over each section of the worksheet to be sure the students understand the expectations and directions of the homework. For lesson 3, Liz will be viewing the word problem through the document camera so the students can follow along in their own math journals. For both lessons, the document camera will be used so the students can further understand the assignment.

Differentiated Instruction

The differentiated instruction for the Thinkpad activities will be instructing the student to log onto www.ixl.com and directing the students to the second grade level instead of the third grade level activities. Also, one of the interns as well as our mentor teacher will be available to provide direction as needed.

ASSESSMENT / EVALUATION

Assessment/Rubrics

The first assessment of this technology integration lesson will come from the worksheet they will be putting their scores on so we can assess how well the students used the technology. The other assessment will come from informally when either of us are observing while the students are

using the Thinkpads. We will be able to determine whether the students are using the technology to further learn money concepts or spending that time talking to their neighbors.

Attachments:

1. **Technology Completion Points from [www.docx](#)**

Reflections

Ashleigh Pekar

When out in the schools we got the opportunity to work with many types of technology such as the school telephone, the CD player, the document camera, and the sometimes defiant copy machine. For our module we taught the concept of money for math. We did our technology lesson over two days so that way both my assistantship partner and I would have equal opportunities to work with the resources we were given.

There were about 12 think pads available for the students to use during instruction that were not a part of the main computer lab. These were easily accessible for us to use during our module lessons. We used these think pads during two of our module lessons. The think pad is not like an ipad but like a mini laptop. The students used these during our module lesson during flex grouping where we had 6 to 7 students each on a think pad practicing their money skills. Students really enjoyed the opportunity to use the think pads many put this on the exit ticket that we gave the students asking them to list two things they learned and what their favorite activity was during our module lessons.

The only problem I saw with the think pads was that I had previously assumed that all the students were familiar with them. However, most of the class was not, therefore the first day we had to have the mentor teacher help the students get the computer started and get the students on the right website. We used www.ixl.com for most of our skills practices. The school owned a pass for this to track student progress and some of the students' usernames were not working. The mentor teacher managed to clear the problem and get the students on to the site. We had planned for the students to be able to do several different skills on different sites but it was hard enough to just keep the students on IXL . We had to have the mentor teacher

monitor this group to keep them on task while Liz and I worked with the other students.

The other technology that was used almost every day during our assistantship was the document camera. I found that since it was not connected to a smart board that it was a little more difficult to navigate. We were able to switch however between the document camera and the computer that was both connected to a projection unit. The projection was really interesting because it had a lens that you could slide over to dim the light if you needed to write on the board and the image or light would not get in the way of what you were writing. We didn't take any pictures with the document camera but I did have some brief issues with getting it to zoom in on the parts of the money we wanted the students to focus on. Once we got it zoomed in it was just a matter of hitting the auto focus button.

Overall I felt that both the students and I gained from this experience with technology increasing both of our skills with working with technology and overcoming difficulties. The students were able to do fun activities rather than work sheets and problems on dry eraser boards. I was given the opportunity to use the tools during instruction time and was able to see how to quickly make a decision so that I would not be wasting instruction time trying to figure out how to use the technology.